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ABSTRACT

The activities and tasks of a summer institute are summarized and evaluated in this report. The goal of the institute was to increase the participation of Asian and Pacific Americans (APA) in the field of educational research and development. Specifically, the institute provided an opportunity for participants to exchange ideas and common concerns and to establish an informal network of researchers interested in APA education. Lectures, seminars, and workshops were offered at the 12-day institute, which was held at the University of Hawaii in Hilo from July 9 to 16, 1981, and at the Kamehameha Schools in Honolulu from July 17 to 24. There were 35 participants. The following seminars were offered: qualitative research methods; quantitative methods in educational research; educational research issues on Asian and Pacific Americans; grantsmanship; language assessment; social policy analysis and educational research on Asian and Pacific Americans; and research and evaluation in multicultural education. Evaluation data were collected through questionnaires. The overall evaluation of the institute was very good and the institute's objectives were accomplished. The appendices contain a news release, application brochure, schedule of events, and the complete evaluation report. (Author/RM)

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SUMMER INSTITUTE FOR EDUCATIONAL RESEARCH ON ASIAN AND PACIFIC AMERICANS

Final Report
(November 1, 1980 - October 31, 1981)

Submitted to the

Minorities and Women's Program
National Institute of Education
1200 19th Street, NW
Washington, DC 20208

by the

Asian American Bilingual Center
Berkeley Unified School District
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SO 014 276

G-79-0010

SUMMER INSTITUTE FOR EDUCATIONAL RESEARCH ON ASIAN AND PACIFIC AMERICANS

Abstract

This project was designed to address the lack of educational research and researchers on Asian and Pacific American (APA) education. Specifically, the project seeked to enhance the participants's skills essential to reserach on APAs, to provide an opportunity for participants to exchange ideas and common concerns, and to establish an informal network of researchers interested in APA education.

The project consisted of a 12-day Summer Institute when lectures, seminars, and workshops were offered. The Institute was held at the University of Hawaii, Hilo from July 9 to 16 and continued at Kamehameha School, Honolulu from July 17 to 24. Participants were recruited nationwide and special effort was focused on recruiting Pacific Islanders. Over eighty people applied, forty were accepted, and thirty-five attended the Summer Institute. The participants included 15 male, 20 female, 7 Chinese, 7 Japanese, 6 Filipino, 3 Hawaiian, 1 Tongan, 3 Samoan, 3 Guamanian, 1 East Indian, 1 Kosraian, 1 Vietnamese, and 2 White. The Summer Institute offered the following eight courses in different formats: Qualitative Research Methods; Quantitative Methods in Educational Research; Educational Research Issues on Asian and Pacific Americans; Grantsmanship; Language Assessment; Social Policy Analysis and Educational Research on Asian and Pacific Americans; Ways to D.C.; and Research and Evaluation in Multicultural Education. The courses were taught by thirteen lecturers from different disciplines.

The overall evaluation of the Summer Institute was very good. Participants and lecturers judged that the activities were well planned and executed, and they were relevant to the goals and objectives of the project. In general, the project has accomplished its mission of promoting educational research on APA. However, few Universities or R&D organizations have yet developed their capabilities to provide training on the educational issues of APAs, project semilar to the Summer Institute are still needed to fill the role of training any researcher in APA education.

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I. INTRODUCTION

The lack of research on Asian and Pacific Americans (APAs) has long been a problem in educational research and development. Three main factors have contributed to this deficit. Firstly, the social conditions in the United States tended to force APAs to pursue careers outside the social sciences and, as a result, APAs are underrepresented in the field of educational research. Secondly, non-APA educational researchers have not conducted research related to APA students. They have avoided this area because of the inherent difficulties in research methodologies when conducting studies on APAs and because of the inaccessibility of research samples to non-APA researchers. Thirdly, because the few APA educational researchers are scattered throughout the country, they are isolated and do not have the opportunity to communicate with each other in order to give mutual consultation and support.

This project, the 1981 Summer Institute for Educational Research on Asian and Pacific Americans, is designed to address the above mentioned problems and to promote educational research on APAs. Specifically, the project seeks to enlarge the informal network established during the last two Summer Institutes, to enhance the participants' skills essential to research on APAs, and to provide an opportunity for participants to exchange ideas and common concerns. This is the third Summer Institute (SI) and it was held at the University of Hawaii, Hilo from July 9 to 16 and continued at the Kamehameha School, Honolulu from July 17 to 24, 1981. The first Institute was held at the University of California, Berkeley in 1979, while the second Institute was held at Boston University in 1980. This

report describes in detail the preparation for, the activities during, and the evaluation of the Institute.

II. PRE-INSTITUTE ACTIVITIES

PUBLICITIES AND RECRUITMENT

Upon the notification of the grant award, a news release of the Summer Institute was prepared (Appendix A) and sent to the following newspapers and newsletters:

Philipine News
1175 Folsom
San Francisco, CA 94103

East West
838 Grant Ave., Suite 307
San Francisco, CA 94108

San Francisco Journal
927 Kearny Street
San Francisco, CA 94133

PAC Memo
1760 The Alameda, Suite 210
San Jose, CA 95126

Organization of Chinese
American, Inc. Newspaper
1443 Rhode Island Ave. NW, # 6
Washington, DC 20005

Hokubei Mainichi
1737 Sutter St.
San Francisco, CA 94115

Pacific Citizen
355 East 1st Street
Los Angeles, CA 90012

Jade Magazine
3932 Wilshire Blvd.
Los Angeles, CA 90010

Amerasia Journal
Asian American Studies Center
3732 Campbell Hall
University of California
Los Angeles, CA 90024

Forum
National Clearinghouse for
Bilingual Education
1300 Wilson Blvd., B2-11
Rosslyn, VA 22209

Pan Asian Bulletin
2459 Market Street
San Diego, CA 92102

AAMHRC Newsletter
1640 W. Roosevelt Road
Chicago, IL 60608

Bridge Magazine
P.O. Box 477
Canal Street Station
New York, NY 10013

Alameda County Schools
Newsletter
Ala. Cty. Supt of Schools
224 West Winton Avenue
Hayward, CA 94544

The Bilingual Journal
National Assess. & Diss. Ctr.
Lesley College
49 Washington Ave.,
Cambridge, MA 02140

Bilingual Resources
National Diss. & Assess Ctr.
California State University
5151 State University Drive
Los Angeles, CA 90032

VESC Newsletter
500 S. Dwyer Avenue
Arlington Heights, IL 60005

Council on Interracial Books
for Children Bulletin
1841 Broadway
New York, NY 10023

Berkeley Gazette
2043 Allston Way
Berkeley, CA 94704

San Francisco Chronicle
901 Mission street
San Francisco, CA 94119

San Francisco Examiner
1010 5th Street
San Francisco, CA 94103

Oakland Tribune
P.O. Box 24424
Oakland CA 94623

KRON Channel 4 Television
1001 Van Ness Ave.
San Francisco, CA 94101

California Curriculum News Report
Alameda County Office of Ed.
224 West Winton Ave.,
Hayward, CA 94544

An information and application brochure (Appendix B) was also prepared. Over 1500 of these brochures were sent out according to a mailing list prepared by the Asian American Bilingual Center that included all participants of the last two SI's and directors of other projects funded by the Minorities and Women's Program of the National Institute of Education. Another 500 brochures were sent to inquirers who learned about the SI through the news release.

In order to recruit Pacific Americans, the project obtained the cooperation of Ms. Melody Actuoka, Language Program Coordinator, Bureau of Education of the Trust Territory of Pacific Islands, and Dr. Robert Gibson, Project Director of the Pacific Area Languages Materials Development Center (PALM Center) at Hawaii to assist the project in disseminating information about the SI. During their visits to the Pacific Islands, Ms. Actuoka and staff members of PALM Center distributed the SI brochures to prospective participants and to those who would pass it on to others. A news release of the SI was also broadcast from the radio station at Saipan to other Pacific Islands.

LECTURERS

Lecturers were notified of the grant award and were asked to confirm their participation. The project director met with the lecturers individually to discuss the contents of their courses and to arrange the details of their contract. Those who team-taught a course were asked to begin earlier in order to develop the logistics and contents of their course. Lecturers were also asked to arrange the paper work with the project director if they planned to invite guest lecturers to their courses.

SELECTION OF PARTICIPANTS

Over eighty completed applications were received. The applications were reviewed by a five-member committee during the National Association for Asian and Pacific American Conference on April 25, 1981. The five members were:

Dr. Amifil Agabayani (SI coordinator) - Director, Operation Manong, Honolulu.
Dr. Kathryn Au (SI lecturer) - Research Scientist, Kamehameha Research Institute, Honolulu.
Dr. Kenyon Chan (SI lecturer) - Coordinator of Bilingual Education, National Center for Bilingual Research, Los Alamitos.
Dr. Robert Gibson - Director, Pacific Area Languages Materials Development Center, Honolulu.
Dr. Morris Lai (SI lecturer) - Senior Evaluator, Curriculum Research and Development Group, University of Hawaii, Honolulu.

The selection committee chose forty participants, and thirty of them were recommended for financial support. The selection committee also gave preference to advanced doctoral students and recent doctoral graduates. A few participants in the previous two SI's were accepted but were not awarded financial assistance. Because few Pacific Americans had received graduate training, they were given special

considerations. Including those receiving graduate training in Hawaii and the Mainland, fourteen Pacific Americans were accepted, and all of them received financial support from the project.

SITE ARRANGEMENT

The project director travelled to Honolulu and Hilo in November, 1980 to meet with the SI Coordinator, Dr. Amifil Agbayani of the University of Hawaii, and to arrange the sites for the SI. The University of Hawaii, Hilo campus and the Kamehameha School at Honolulu agreed to host the Institute by providing the necessary housing, dining, instructional, and other support facilities. Site contact persons were established to coordinate all the arrangements.

The project director met with the site coordinators again during the NAAPAE conference in April, 1981. All planned activities and logistics during the SI were reviewed. The School of Education of the University of Hawaii, Honolulu, also expressed interest in hosting the SI for one day and arrangements were so made.

TRAVEL AND HOUSING ARRANGEMENT

Applicants who were accepted by the selection committee were notified. Those who confirmed their participation were sent travel and housing information. Because of the heavy travel to Hawaii during the summer months, a travel agency was contacted early to reserve a block of discount tickets for the SI. Many participants wanted to travel to the Institute with their families. This information was forwarded to the site coordinators who arranged accommodation for them at cost.

III. THE SUMMER INSTITUTE

THE PARTICIPANTS

Of the forty accepted applicants, thirty-five actually attended. The participants included: 15 male, 20 female, 7 Chinese, 7 Japanese, 6 Filipino, 3 Hawaiian, 1 Tongan, 3 Samoan, 3 Guamanian, 1 East Indian, 1 Kosraian, 1 Vietnamese, and 2 White. The following list shows the participants' educational backgrounds and their current employment:

PARTICIPANT	EDUCATION	EMPLOYMENT
AMEFIL R. AGBAYANI 3432 B-I Kalihi St. Honolulu, HI 96819 (808) 841-1003	Ph.D., Political Science University of Hawaii, Manoa	Director Operation Manong School of Education University of Hawaii
EDWIN ALMIROL 801 D Street, #8 Davis, CA 95616 (916) 753-7353 home (916) 752-0137 work	Ph.D., Social Anthro University of Illinois	Assistant Professor Dept. of Applied Behavioral Sciences Asian American Studies U.C. Davis
LITO ASUNCION 1333 Alani Street Honolulu, HI 96817 (808) 947-5140 home (808) 948-7348 work	Doctoral student Sociology University of Hawaii	Participant NMIH Research and Training Program on Institutional Racism
VERONICA BARBER 94-579 Kipou Street Waipahu, HI 96797 (808) 677-0375 home (808) 948-6754 work	B.A., Political Science Hawaiian Pacific College	Curriculum Specialist Pacific American Language Materials PALM Development Center University of Hawaii, Manoa
JUANITA C. BENIONI P.O. Box 494 Laie, HI 96762 (808) 293-5334 home (808) 293-9211 work ext. 390	M.A., Education (ESL curriculum develop) Brigham Young Univ., Provo Utah	Program Coordinator ESL Programs Continuing Education Division Brigham Young Univ., Hawaii
VIRGINIA CERENIO 530 Bacon Street San Fran, CA 94134 (415) 468-0398 home (415) 781-2472 work	M.A. candidate Multicultural Education San Francisco State University	Project Coordinator Asian Bilingual Cross-Cultural Materials Development Center S.F. State University

CAROLYN FONG 4465 Pinon Court Concord, CA 94521 (415) 825-0205 home	Doctoral student Higher Education Administration	National Research Service Award Nurse Research Fellow U.C. Berkeley
SHERLYN FRANKLIN Office of the Principal Kamehameha School Kamehameha Heights Honolulu, HI 96817 (808) 842-8624		
INOKE FUNAKI 55-478 Moana Street Laie, HI 96762 (808) 293-9211 work (808) 293-8658 home	Ph.D., Educational Psychology Brigham Young Univ., Hawaii	Associate Professor Educational & Develop Psychology Brigham Young Univ., Hawaii
LAURIE GARDUQUE Toftrees Ave. State College, PA 16801 (814) 237-8926 home (814) 863-0267 work	Ph.D., Educational Psychology Early Childhood & Developmental Studies U.C.L.A.	Assistant Professor 430 Div. of Individual & Family Studies Pennsylvania State University
GHULAM HANIFF 604 Riverside Drive, SE St. Cloud, MN 56301 (612) 253-5539 home (612) 255-2098 or	Ph.D., Political Science Case Western Reserve University Cleveland, Ohio	Professor Dept. of Interdisciplinary Studies St. Cloud State University
ALICE IGNACIO 1850 Makuakane Honolulu, HI 96817 (808) 247-6716 home (808) 842-8301 work	Doctoral student M.Ed., Educational Psychology University of Hawaii, Manoa	Research and Demo Teacher Kamehameha Early Educ Program (K.E.E.P.) Honolulu, HI
GEORGE IKEDA 3090 Wailani Road Honolulu, HI 96813 (808) 531-6312 home (808) 948-7879 work	Ph.D., Political Science Harvard University	Assist. to Director Social Science Research Institute University of Hawaii, Manoa
ANN JOESTING 55 South Judd St., #1810 Honolulu, HI 96817 (808) 524-0379 home (808) 842-8301 work	M.A., Anthropology University of Hawaii, Manoa	Research Assistant Anthropologist Kamehameha Early Educ. Program (K.E.E.P.) Honolulu, HI
YOSHITO KAWAHARA 3759 Elco Street San Diego, CA 92111 (714) 279-4868 home (714) 279-2300 work ext. 244	Ph.D., Psychology Indiana University	Instructor Behavioral Sciences Dept. San Diego Mesa College

NENA KILAFWASRU Federated States of Micronesia Dept. of Education Kosrae, Eastern Caroline Islands 96944	Department of Education Community College of Micronesian Extension	Bilingual Community Development Liaison Dept. of Education Kosrae, Eastern Caroline
LINDA KOBAYASHI 2740 Kuiiei St., #602 Honolulu, HI 96826 (808) 942-9116 home (808) 842-8301 work	M.A., Developmental Psychology University of Hawaii	Research Assistant Kamehameha Early Educ. Program (K.E.E.P.) Honolulu, HI
DAVID LAW 309 Pomona Ave. El Cerrito, CA 94530 (415) 239-0666 work (415) 526-0459 home	Ph.D., Educational Leadership Florida State University	Language Arts Specialist San Francisco Unified School District
EDMUND LEE 6744 - 9th Ave. Sacramento, CA 95820 (916) 455-3752 home (209) 952-7821 work	Doctoral Candidate Curriculum & Instruction University of the Pacific	
SUZANNE LEE #1 Cabrillo Place Oakland, CA 94611 (415) 339-0834 home	M.S., School & Community Counseling California State University, Hayward	Research Assistant Bilingual Education ARC Associates
SAMUEL MALEPEAI 115 Francisco Drive So. San Fran., CA 94080 (415) 583-8369 home (415) 355-7000 work ext. 144	M.A., Educational Counseling University of S.F.	Counselor Skyline College San Bruno, CA
JEFFREY MAR E-6 North Village Apts. Amherst, MA 01002 (413) 549-0448 home (413) 545-0675 work	Doctoral student Clinical Psychology University of Massachusetts, Amherst	
KEITH MILLER Box 5077 Mangilao, Guam 96913 (---) 734-4561 home (---) 734-3698 work	Doctoral Candidate Social & Philosophical Foundations International/Intercultural Education	Counselor University of Guam

FRANKLIN NG 4524 N. John Albert Fresno, CA 93726 (209) 224-7546 home (209) 487-1002 work	Ph.D., History University of Chicago	Associate Professor Department of Anthro. Coordinator Asian American Studies California State University, Fresno
LYNETTE OSHIMA 6300 Montgomery NE, #432 Albuquerque, NM 87109 (505) 881-2610 home (505) 277-4326 work	Ed.D., Social Studies Education Indiana University	Assistant Professor of Education Director of Field Exper and Student Teaching for Secondary Education
ROSA PALOMO P.O. Box 909 Agana, Guam 96910 (671) 734-3629 home (671) 4728-553 or	M.A., Education, Reading Education University of Guam	Acting Project Director ESEA Title VII, Guam Secondary Bilingual Education Project
ELIZABETH RECHEBEI P.O. Box 325 CHRB Saipan, CM 96950 9250 home 9468/9448/9870/9319 work	M.A., Educational Psychology University of Hawaii, Manoa	Program Coordinator of the Trust Territory Bureau of Education Office of the High Commissioner
DAVID SHIMIZU 323 Blossom Hill Road, #3 San Jose, CA 95123 (408) 224-9082 home (415) 665-6006 work	Doctoral student Education University of Massachusetts	Researcher Pacific Asian Mental Health Research Project
FLORA SWITZER 98-380 Koauka Loop #312 Aiea, HI 96701 (808) 488-0723 home (808) 948-6842 work	M.Ed. University of Hawaii, Manoa	Curriculum Development Specialist Pacific Area Languages Materials Project University of Hawaii, Manoa
DENNIS TACHIKI 1109 White Street Ann Arbor, MI 48104 (313) 996-9404 home	Doctoral student Sociology University of Michigan	
NGOC MAI THAI The University of Iowa N310, OH campus Oakdale, IA 52319 (319) 351-1298 home (319) 353-5400 work	Doctoral student Multilingual/cultural Education and Reading Instruction Florida State University, Tallahassee	

GAIL ANN THOEN
University of Minnesota
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Minneapolis, MN 55455
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Ph.D.
Family Social Science
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Assistant Professor
Family Studies
General College
University of Minnesota
Minneapolis, MN

NOBUYA TSUCHIDA
302 Eddy Hall
University of Minnesota
Minneapolis, MN 55455
(612) 376-8679 work
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Ph.D., History
U.C.L.A.

Director
Asian Pacific Learning Resource Center
Adjunct Professor
History Department
University of Minnesota

KATHERINE WONG
179 Hudson Ave.
Red Bank, NJ 07701
(201) 741-2443 home

Doctoral student
Rutgers University
School of Education

THE COURSES

The Summer Institute offered eight courses in different formats:

Qualitative Research Methods. This course consists of two lectures and a nine-session seminar series. In the first lecture, teacher decision making, qualitative evaluation, and a general discussion on participant-observation research were presented. The second lecture dealt directly with the issue of ethnographic work in Asian and Pacific communities. The concept of ethnicity, cultural behaviors, and how cultural behaviors relate to the teaching and studying of intercultural behaviors relate to the teaching and studying of intercultural encounters in a multicultural environment were discussed. The seminars introduced participants, through the lectures and experimental exercises, to participant-observation and micro-ethnographic/sociolinguistic research in the context of children's literacy. The participants were divided into two teams, each of which designed a mini-project on literacy using the methods introduced, carried out this mini-study at the Kamehameha Research Institute, and reported the findings during the last day of the course. This course was team-taught by Drs. Kathy Au, Harold Levine, and David Wu.

Quantitative Methods in Educational Research. In two general lectures and a five-session seminar series, the participants of this course received hands-on experience in viewing and selecting instruments, coding data, editing data, preparing canned package computer programs, analyzing data via microcomputer, writing computer programs, processing texts on microcomputer, interpreting results, and participating in a computer telecommunications conference. This course was taught by Dr. Morris Lai and three guest lecturers, Drs. Selvin Chin-Chance, John Southworth, and Eddie Wong.

Educational Research Issues on Asian and Pacific Americans. This course offered two general lectures and a five-session seminar series. The first lecture examined the nature of bias in educational research by analyzing the supposedly scientific objectivities of the social science, the influence of perspectives on social science research, the so-called "revisionist" perspective on education, and the relevance of these issues to educational research. In the second lecture, after providing some background data on Asian and Pacific Americans, the "model minority" and assimilation paradigms that have been applied so frequently in research on Asian and Pacific Americans were examined. Some alternative approaches to selected areas of research on Asian and Pacific Americans were suggested. The seminar series surveyed and critically reviewed selected research studies on Asian and Pacific Americans, explored alternative perspectives for an approach to research on Asian and Pacific Americans, and examined some of the current problems, issues, and directions for educational research on Asian and Pacific Americans in general and its subgroups in particular. This course was taught by Dr. Bob Suzuki with Drs. Franklin Odo, Davianna McGregor-Alegado, David Guerrero Shimizu, and Veronica Barber as guest lecturers.

Grantsmanship. In four lectures and five intensive four-hour workshops, this course discussed: public and private funding sources and the relationship between policy and funding; a step by step guide; toward developing proposals; the process through which research and development ideas could be translated into operational projects; and different components of a effective project management plan. Participants also developed concrete research ideas into a quality proposal with all the pertinent components during the workshops. This course was team taught by Drs. Patricia Campbell and Alice Chiang.

Language Assessment. The basic concepts in the study of language and language use, as well as an overview of current theories of language testing were presented in this course. Topics included integrative vs. discrete-point testing and linguistic and communicative competence. Finally, a series of proficiency tests that were available and in wide use were discussed and evaluated. Guidelines for what to look for in a test were also provided. This course was team-taught by Drs. Rosita Galang and Chui-Lim Tsang.

Social Policy Analysis and Educational Research on Asian and Pacific Americans. This seminar provided an introduction to social policy research for social scientists. The seminars compared and contrasted social policy research and analysis with basic and applied research, and provided an introduction to the relationship between social policy research and public policy decision making. This seminar series was taught by Dr. Kenyon Chan.

Ways to D.C. This was a three-session seminar series which presented the past, present and future of vocational adult education, the Reagan administration's education policy, and a personal political journey of the lecturer from Vermont to Washington D.C. This seminar was taught by Mr. John Wu.

Research and Evaluation in Multicultural Education. This is a two-session seminar. In the first day the seminar included hands-on activities in measurable objectives, taxonomy of knowledge, and tests and measurements. The second day focused on multicultural education settings and covered research and evaluation in terms of objectives, process inputs, product inputs, program outputs, and multicultural education from a systems viewpoint. This seminar was taught by Dr. John Lum.

THE LECTURERS

There were thirteen lecturers who taught at the Summer Institute. Many of them also invited others from the local education research community to be guest lecturers. The following is a list of the teaching staff:

LECTURERS	EDUCATION	EMPLOYMENT
KATHY AU 1850 Makuakane Street Honolulu, HI 96817 (808) 842-8301 work	Ph.D., Ed. Psych. University of Illinois	Research Scientist Kamehameha Research Institute
PATRICIA CAMPBELL 450 Redhill Road Middletown, NJ 07748 (201) 671-1344	Ph.D., Teacher Education Syracuse University	Director Campbell-Kibler Associates
KENYON CHAN National Center for Bilingual Research 4665 Lampson Ave. Los Alamitos, CA 90720 (213) 598-0481	Ph.D., Educational Psychology U.C.L.A.	Coordinator National Center for Bilingual Research
ALICE CHIANG 221 S. Balsamina Way Portola Valley, CA 94025 (415) 854-1959 home (415) 858-3035 work	Ph.D., Educational Psychology City University of New York	Advisory Programmer IBM
ROSITA GALANG 12 Ravilla Court Daly City, CA 94014 666-6878 work (415) 333-3712 home	Ph.D., Linguistics Ateneo de Manila University Philippine Normal College Consortium	Assistant Professor Education University of San (415) Francisco

LARRY GUTHRIE 1404 Sherman Street Alameda, CA 94501 (415) 521-9400 home (415) 834-9455 work	Ph.D., Educational Psychology University of Illinois	Research Associate ARC Associates, Inc.
MORRIS LAI 2709 Aolani Place Honolulu, HI 96822 (808) 988-7682 home (808) 948-7900 work	Ph.D., Curriculum Instruction U.C.Berkeley	Senior Evaluator Curriculum Research and Development Group University of Hawaii, Manoa
HAROLD LEVINE 3540 Grand View Blvd. Los Angeles, CA 90066 (213) 825-1342	Ph.D., Anthropology University of Pennsylvania	Assistant Professor Graduate School of Education U.C.L.A.
JOHN LUM 1530 O'Farrell Street San Francisco, CA 94115 (415) 834-9455 work	Ph.D., Curriculum & Instruction U.C. Berkeley	Research Associate ARC Associates
BOB SUZUKI 3012 W. Ross Ave. Alhambra, CA 91804 (213) 283-1961 home (213) 224-3251 work	Ph.D., Aeronautics California Institute of of Technology	Dean of Graduate Studies and Research California State University, Los Angeles
CHUI-LIM TSANG 310 Eighth Street, Suite 220 Oakland, CA 94607 (415) 324-9455 work	Ph.D., Linguistics Stanford University	Research Associate Bilingual Education ARC Associates, Inc.
DAVID WU East West Learning Institute East West Center 1717 East West Road Honolulu, HI 96848 (808) 944-7628	Ph.D., Anthropology Australian National University	Research Associate East-West Center Honolulu, Hawaii
JOHN WU Vocational and Adult ED. 7th & D St., SW, #5102 ROB-3 Washington, D.C. 20202 (802) 228-8107 home (202) 338-1831 work	M.A., Secondary Ed. University of Vermont	Executive Assistant to Assistant Secretary of Voc. and Adult Ed. Dept. of Education

OTHER ACTIVITIES

In addition to the lectures, seminars, and workshops, participants also put on several cultural events to introduce their home cultures to other participants. These included a lecture and slide presentation on the Hawaiian culture, a presentation on Filipino immigration to Hawaii, a one-day visit to the Polynesian Cultural Center, and a Pacific American cultural night when each Pacific American group set up an exhibit and gave a short presentation. Another evening was spent on a presentation about the history of how the Bishop Estate and the Kamehameha School served students of Hawaiian ancestry.

The 1981 Summer Institute Schedule of Event is reproduced in Appendix C.

EVALUATION

The evaluation of the Summer Institute was conducted by the project director, the site coordinator, and two of the participants. Three sets of evaluation data were collected: (1) a questionnaire designed by three participants of the Institute was administered to each participant towards the end of the session, (2) an open evaluation/discussion session was held on the last day of the Institute when participants and lecturers discussed the two-week experience and suggested future improvements, and (3) the project director collected information through informal discussions with the participants and lecturers, and as well as through informal observation of the activities. The Evaluation Report is reproduced in Appendix D.

The overall rating of the Summer Institute was very good. Most participants and lecturers said that the lectures, seminars, and

workshops accomplished the objective of the project. The activities were judged intellectually challeging. Especially valuable was the informal network developed among the participants who will continue to communicate and provide each other with mutual support.

The participants also noted that the lectures and seminars were too intense and too frequent, leaving them exhausted and with no free time for informal discussions. This had been a consistent complaint for the previous three Institutes. However, the short duration of the Summer Institute necessitates scheduling all the activities during a two-week period.

A general complaint of the Institute was the travel arrangement. The travel agency that arranged the group fare for the participants and lecturers was inefficient. They were late in issuing the airflight tickets, and many participants were inconvenienced and almost missed their flights. They also booked many participants as standby passengers for the return flights. This was a nuisance because during the summer months the flights between Hawaii and the mainland were usually filled. Several participants were not able to return on the dates they had requested.

During the general evaluation session on the last day of the SI, participants discussed their two-week experience. Most indicated that the experience, though exhausting, was extremely valuable for their future careers. All suggested that the SI should be continued for the coming year because this is the only opportunity for in-depth interaction for researchers who are interested in APA educational isssues. Most also suggested restricting the Summer Institute ro educational

research topics and not expanding it so that participants could avoid losing the real focus of their interests.

IV. CONCLUSION

As with the two previous Institutes, the 1981 Summer Institute has successfully completed its proposed activities and accomplished all its objectives. During the three years, the project has served over one hundred participants. Information from participants received through their informal network indicated that most of them are enthusiastically continuing in the field of educational research. Many have joined hands in applying for funds to conduct research and service projects related to APA educational problems. Nevertheless, the number of researchers in this group is small, and most of them are beginning researchers. Their impact on the education of APAs probably will not be fully appreciated for sometime.

At the same time, the problems that gave rise to this project still exist. Few Universities or R&D organizations have expertise to provide training on the education issues of APAs. Until some Universities and R&D organizations develop their research capabilities in this area, projects similar to the Summer Institute are still needed to fill the role of training any researcher in APA education.

APPENDIX A

News Release

ASIAN AMERICAN BILINGUAL CENTER
Berkeley Unified School District (415) 848-3199
2168 Shattuck Ave. Berkeley, CA. 94704

FOR IMMEDIATE RELEASE

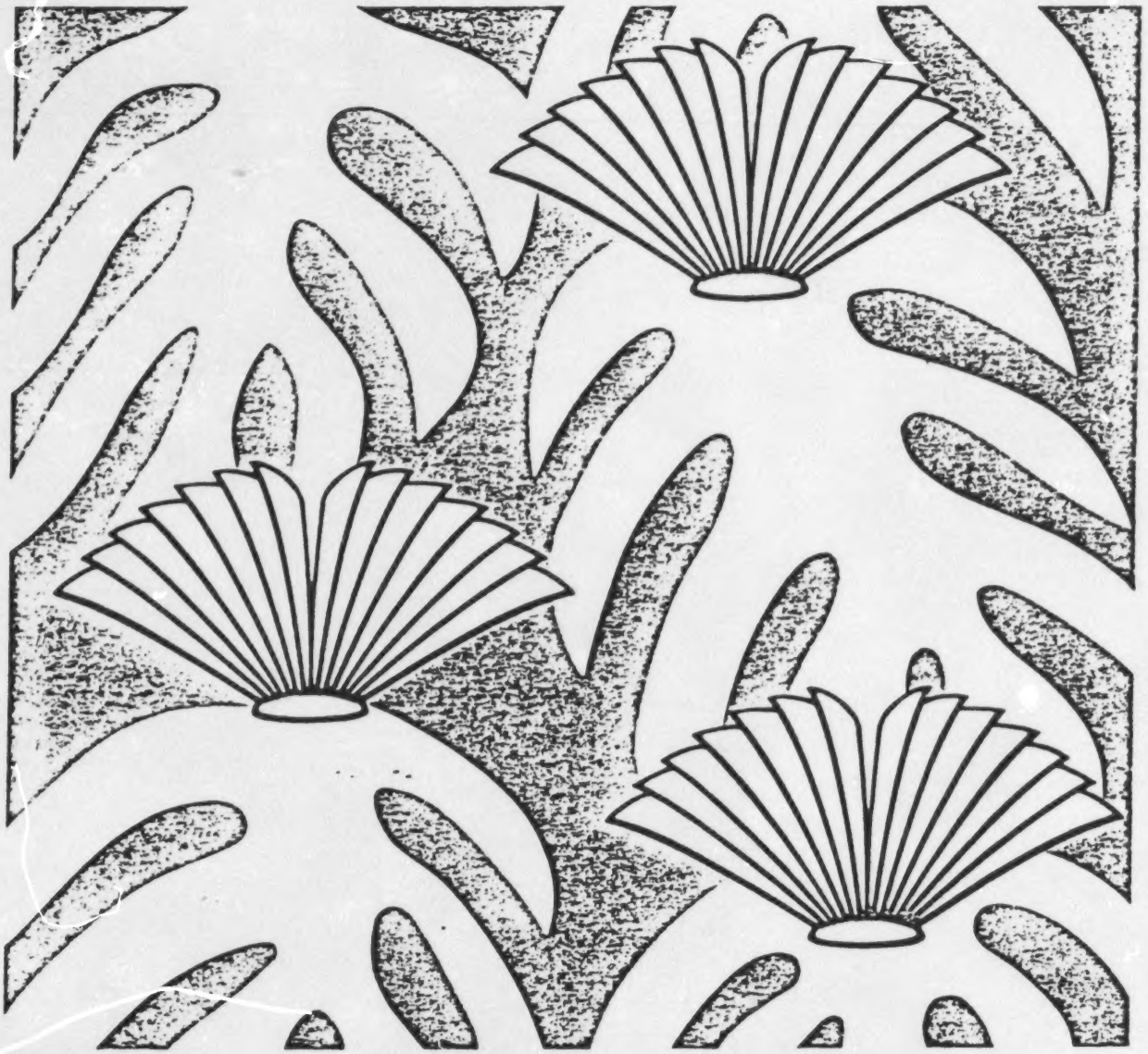
The Asian American Bilingual Center of the Berkeley Unified School District is sponsoring the Third Summer Institute for Educational Research on Asian and Pacific Americans from July 9 to 24, 1981, in Hawaii. The Institute will be held at the Hilo campus of the University of Hawaii from July 9 through 16, and will continue at the Kamehameha School in Hononlulu from July 17 through 24. Courses on qualitative research methods, quantitative research methods, Asian and Pacific American research issues, grantsmanship, educational policy, and language assessment will be offered. The Institute seeks advanced doctoral students and postdoctoral educators as participants. Application deadline is March 31, 1981. A limited number of travel and living stipends is available. For a brochure and application, please contact Saulim Tsang at the Asian American Bilingual Center, 2168 Shattuck Ave., 3rd. fl., Berkeley, CA 94704; telephone (415) 848-3199.

11/12/80AABC/SI

APPENDIX B

Application Brochure

Third Summer Institute for Educational Research on Asian and Pacific Americans July 9-24, 1981



ASIAN AMERICAN BILINGUAL CENTER
Berkeley Unified School District

Sponsored by
ASIAN AMERICAN BILINGUAL CENTER
Berkeley Unified School District
2168 Shattuck Avenue
Berkeley, CA 94704

Hosted by
Center for Continuing Education
University of Hawaii at Hilo
School of Education
University of Hawaii at Manoa
Kamehameha School
Honolulu

Third Summer Institute for Educational Research on Asian and Pacific Americans July 9-24, 1981

The Asian American Bilingual Center of the Berkeley Unified School District is sponsoring the Third Summer Institute for Educational Research on Asian and Pacific Americans. The goal of the Institute is to increase the participation of Asian and Pacific Americans in the field of educational research. Specifically, the Institute seeks to enlarge the informal network of educational researchers established by the participants of the last two Institutes, enhance the participants' skills essential to research on Asian and Pacific Americans, and to provide an opportunity for participants to exchange ideas and concerns.

The 1981 Summer Institute will be held at the Hilo campus of the University of Hawaii from July 9 to 16 and continue at the Kamehameha School in Honolulu from July 17 to 24. Courses on qualitative research methods, quantitative research methods, educational issues on Asian and Pacific Americans, social and educational policy, language assessment, and grantsmanship will be offered.

QUALITATIVE METHODS IN EDUCATIONAL RESEARCH

Ongoing ethnographic studies on APAs will be used to illustrate observation and recording strategies, data storage and retrieval, and interviewing. Participants will learn and practice how to reduce and synthesize real data from the ongoing projects and draw conclusions from the findings.

Lecturers: Dr. Harold Levine, University of California, Los Angeles
Dr. David Wu, The East-West Center, Honolulu

QUANTITATIVE METHODS IN EDUCATIONAL RESEARCH

Using real data from ongoing research studies, participants will go through the steps of coding data, entering data into computer, examining the properties of the data distribution, applying different statistical procedures to the data, and drawing conclusions from the results of the data analysis. The applications of microcomputers in educational research will be heavily emphasized.

Lecturer: Dr. Morris Lai, University of Hawaii, Honolulu

EDUCATIONAL RESEARCH ISSUES ON ASIAN AND PACIFIC AMERICANS

This course will survey selected research literature on bilingual education, equity theory, research on Pacific Americans, and policy analysis.

Lecturer: Dr. Bob Suzuki, University of Massachusetts, Amherst

SEMINAR ON LANGUAGE PROFICIENCY ASSESSMENT

Key issues in language assessment such as validity, reliability, linguistic and communicative competence, oral and written proficiency, as well as ease of assessment procedures will be examined in conjunction with an evaluation of some currently available language assessment materials on Asian and Pacific languages.

Lecturers: Dr. Rosita Galang, University of San Francisco, San Francisco
Dr. Larry Guthrie, ARC Associates, Inc., Oakland
Dr. Chui-Lim Tsang, ARC Associates, Inc., Oakland

GRANTSMANSHIP

Participants will learn the nuts and bolts of developing a quality proposal. Participants will be introduced to the proposal review process, instructed how to translate research ideas into fundable research statements, provided with information on sources of funding, and shown how to perform task analysis, establish timelines, complete person loading charts, write resumes, and prepare budgets.

Lecturer: Dr. Alice Chiang, IBM, Palo Alto

The Summer Institute invites applications from advanced doctoral students and postdoctoral scholars who are interested in educational research. Educators who are interested in research on Pacific Americans are especially encouraged to apply. To apply, fill out the application form and return it with:

1. a resume of academic training and research experiences,
2. a statement of career and research intentions,
3. two letters of recommendation from scholars in your field who can evaluate your ability and research promise, or samples of your published or unpublished work that represents your research interest.

Mail your application and supporting documents to Saulim Tsang, Asian American Bilingual Center, 2168 Shattuck Ave., 3rd floor, Berkeley, CA 94704. If there are any questions, call (415) 848-3199. Applications should be postmarked no later than March 31, 1981. Fifty participants will be selected.

A limited number of travel grants (for airfare) and living expense stipends (up to $390) is available to Summer Institute participants according to need. Please check the appropriate boxes on the application form and fill out the financial section if financial assistance is needed.

APPLICATION FORM

BEST COPY AVAILABLE

Mail to Saulim Tsang, Asian American Bilingual Center, 2168 Shattuck Avenue, 3rd floor, Berkeley, CA 94704.

NAME _____
last first middle

ADDRESS _____
number street city state zip

HOME PHONE NUMBER (_____) _____ WORK PHONE NUMBER (_____) _____
area code area code

Fill out the following only if applying for travel grant and/or living expense stipend.

☐ Check if interested in travel grant
☐ Check if interested in living expense stipend

Your gross income:		Your family's gross income:		
1979	_____	1979	_____	no of exemptions _____
1980	_____	1980	_____	no. of exemptions _____
1981	_____ (estimated)	1981	_____ (estimated)	no of exmemptions _____

Financial assistance can be considered only if this is signed.

I hereby certify that to the best of my knowledge all information furnished in this Application is complete and correct. I agree to provide, if requested, any other official documents (including income tax returns) necessary to verify information used in establishing a Summer Institute financial assistance award. I am cognizant of the federal regulation which prohibits me from drawing compensation from any other federally-funded program while I am receiving financial assistance from the Summer Institute.

_____ _____ _____
Signature Date Social Security No

The activities described here have been supported by a grant from the National Institute of Education, Department of Education.

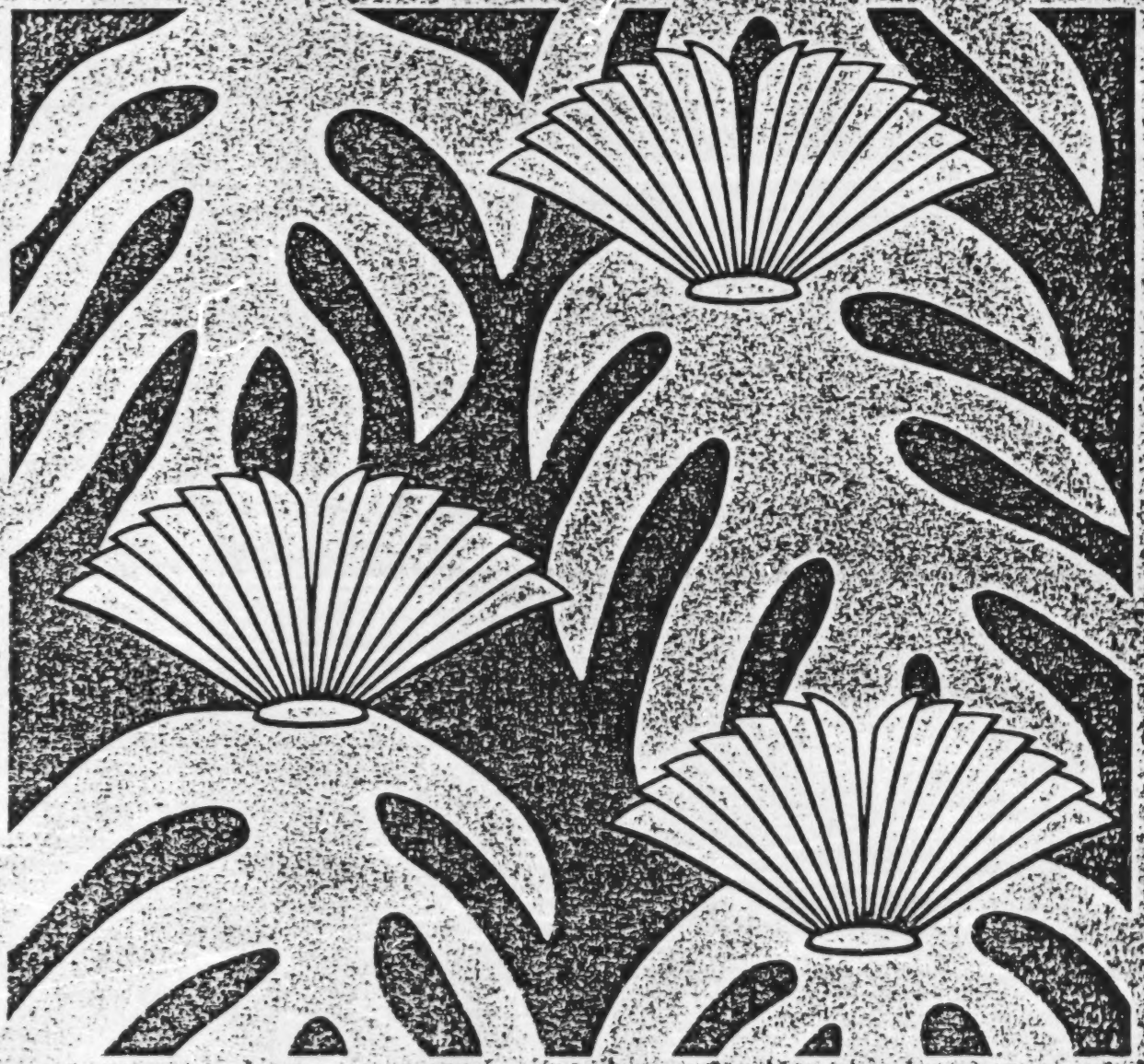
APPENDIX C

Schdule of Events

BEST COPY AVAILABLE

Third Summer Institute for Educational Research on Asian and Pacific Americans

July 9-24, 1981



ASIAN AMERICAN BILINGUAL CENTER
Berkeley Unified School District

1981 SUMMER INSTITUTE

FOR

EDUCATIONAL RESEARCH

ON

ASIAN AND PACIFIC AMERICANS

July 9-24, 1981

Sponsored by

ASIAN AMERICAN BILINGUAL CENTER
Berkeley Unified School District

Hosted by

Center for Continuing Education
University of Hawaii at Hilo

Kamehameha School, Honolulu

School of Education
University of Hawaii at Manoa

The activities described here are
supported by a grant from the
National Institute of Education
Department of Education

June 16, 1981

Dear Colleagues:

Welcome to the 1981 Summer Institute for Educational Research on Asian and Pacific Americans. Hawaii has been selected as the site of this Institute to encourage the participation of Pacific Americans who were not represented in the previous two Institutes.

The logistics of the Summer Institute has increased each year. This year, the Institute takes place in two cities, Hilo and Honolulu, which are some 4,500 kilometers away from Berkeley. It is only with the enthusiasm and generous assistance of many colleagues in Hawaii that everything has been arranged. Ms. Mary Matayoshi of the University of Hawaii at Hilo gave us her full cooperation and made available to us all the resources at the Center for Continuing Education; Mr. Randy Francisco assisted us in arranging all the instructional facilities and living accommodations, and planned extracurricular activities which you will be hearing about during your stay in Hilo; and Ms. Sherlyn Franklin of Kamehameha School helped us arrange the facilities at her school.

Of course, the Summer Institute is only made possible by the continuous support of Dr. Gwendolyn Baker, former Chief of the Minorites and Women's Program at the National Institute of Education. Dr. Baker has just left the National Institute of Education to assume the vice presidency of Bank Street College of Education in New York. Last, we would like to thank Ms. Laura Ide who made the travel arrangements and assisted in all aspects of the Summer Institute.

We hope that you will enjoy your stay in Hawaii and that the Institute will be as fruitful for you as it will be for us.

Aloha,

Sau-Lim Tsang, Director
Summer Institute

Amy Agbayani, Coordinator
Summer Institute

SLT:gw

THIRD SUMMER INSTITUTE FOR EDUCATIONAL RESEARCH ON ASIAN AND PACIFIC AMERICANS

The 1981 Summer Institute for Educational Research on Asian and Pacific Americans, sponsored by the Asian American Bilingual Center of the Berkeley Unified School District, will be held July 9 to 24, 1981 at the University of Hawaii, Hilo campus, and at the Kamehameha School in Honolulu. The objective of the Institute is to encourage Asian and Pacific Americans to participate in educational research. Specifically, the Institute seeks to enlarge the informal network of educational researchers established by the participants of the last two Institutes, enhance the participants' skills essential to research on Asian and Pacific Americans, and to provide an opportunity for participants to exchange ideas and concerns.

The Institute's program consists of Lectures, Seminar Series, and a Grantsmanship Workshop. The Lectures are designed for general audiences and are usually introductions to educational research issues concerning Asian and Pacific American children. All participants are required to attend the Lectures. The Seminar Series and the Grantsmanship Workshop are intended for select audiences with some training in related fields. The small-group format maximizes interaction between the lecturers and participants. Each lecturer sets the limit on the number of participants in his/her Seminar Series. Participants are required to attend a minimum of three Seminar Series of their interest. Consent of the appropriate Lecturer is required, which may be withheld to keep enrollment within set limits. No sessions are scheduled in the evening hours except for the first days in Hilo and Honolulu. During such free hours, participants may arrange special workshops or discussion sessions according to interest. Meeting rooms may be reserved with the Summer Institute Director.

The Summer Institute will be housed at the University of Hawaii at Hilo from July 9 to 16, 1981 and continue at the Kamehameha School in Honolulu. In addition to classrooms, dormitories, and cafeteria, both campuses have arranged for participants to use their recreational facilities, libraries and health clinics. The School of Education of the University of Hawaii at Manoa will also host the Summer Institute on Tuesday, July 21, 1981, when all Lectures and Seminars will be held on that campus. Faculty members and students of the School of Education will join the Summer Institute on that day. Transportation will be provided to all participants from Kamehameha School to the Manoa campus and back.

Cultural and entertainment activities are scheduled on the two weekends. Fees will be charged for these activities to cover expenses. Participation in these activities is optional. Further details will be announced during registration.

The Summer Institute is funded by the Minorities and Women's Program of the National Institute of Education and participants are charged no tuition. Living expense stipends of up to $450 and travel grants were awarded to a limited number of participants. The stipends will be paid at the conclusion of the Institute. Airline tickets will be prepaid and mailed to those awarded travel grants.

THINGS TO KNOW:

During the summer, Hawaii is three hours behind the West Coast and six hours behind the East Coast.
The climate is semitropical. Average temperature is 27°C in the summer.
Honolulu, the largest city, is the capital; Hilo is the second largest city.
The island of Hawaii is also referred to as the Big Island.

THINGS TO BRING:

lightweight clothes, shorts, T-shirts
a sweater or light jacket for evenings and the tradewinds
umbrella for the rain and sun
personal items (soap, shampoo, tissue, detergent, insect repellant)
sandals
swim wear, beach towel, sunscreen lotion

HOW TO GET AROUND

In Hilo

Tansportation from the Hilo airport to the University Campus will be provided by the Institute. On the Big Island, the best way to get around is by driving. Car rental is inexpensive (about $12/day with free mileage). Participants might form rent-a-car pools to explore other parts of the island.

In Honolulu

Participants will be taken from the Honolulu airport to the Kamehameha campus by a bus provided by the Institute. Public transportation in Honolulu is convenient. However, Kamehameha School is situated halfway up a hill and is not accessible by public transportation. Rent-a-car pools would again be desirable.

SCHEDULE OF EVENTS
on
July 8 and 9, 1981

July 8, 1981

CHECK-IN at the Haleikena dormitory of the University of Hawaii at Hilo.

July 9, 1981

11:00-12 noon — Room 307, Campus Center

ORGANIZATIONAL MEETING FOR STAFF AND LECTURERS

2:00-4:00 p.m. — Room 306, Campus Center

REGISTRATION
Staff will give a brief presentation on the organization of the Summer Institute and the facilities available. Lecturers will give five-minute presentations on each of the seminar series. Participants will then meet with the Lecturers and select the seminars they want to enroll in.

5:00-9:00 p.m. — Location to be announced

HOOLAULEA
A Hawaiian dinner will be held off-campus, followed by cultural entertainment. Transportation will be provided.

LECTURES

All lectures are scheduled in Room 306 of the Campus Center, University of Hawaii at Hilo and in the Liliokolani Room of Bishop Hall at Kamehameha School.

Friday, July 10, 1981

8:00-10:00 a.m.

ETHNOGRAPHY IN EDUCATIONAL RESEARCH
Teacher decision making, qualitative evaluation, and a general discussion on participant-observation research will be presented in this lecture.

LECTURER: Harold Levine

10:00-12:00 noon

NET-BENEFIT, A NEGLECTED META-EVALUATION CRITERION
This lecture will discuss the importance of including participants' net-benefit from educational intervention programs as criterion variables in evaluation studies.

LECTURER: Morris Lai

Tuesday, July 14, 1981

8:00-10:00 a.m.

THE NATURE OF BIAS IN EDUCATIONAL RESEARCH
This lecture will examine the nature of bias in educational research by analyzing the supposedly scientific objectivities of the social sciences, the influence of perspectives on social science research, the so-called "revisionist" perspective on education, and the relevance of these issues to educational research.

LECTURER: Bob Suzuki

10:00-12:00 noon

GRANTSMANSHIP I
This lecture will discuss public and private funding sources and the relationship between policy and funding.

LECTURER: Patricia Campbell

Thursday, July 16, 1981

8:00-10:00 a.m.

TOWARD ALTERNATIVE PERSPECTIVES IN RESEARCH ON ASIAN AND PACIFIC AMERICANS
After providing some background data on Asian and Pacific Americans, this lecture will critically reexamine the "model minority" adn assimilation paradigms that have been applied so frequently in research on Asian and Pacific Americans and suggest some alternative approaches to selected areas of research on Asian and Pacific Americans.

LECTURER: Bob Suzuki

10:00-12:00 noon

GRANTSMANSHIP II
A step-by-step approach to grantsmanship will be presented.

LECTURER: Patricia Campbell

Monday, July 20, 1981

8:00-10:00 a.m.

THE INTRICACIES OF CONDUCTING A NEEDS ASSESSMENT: A NUTRITION EDUCATION EXAMPLE
A needs assessment study, selected by Divsion H of the American Educational Research Association as the 1981 best model, will be presented. The lecture will emphasize how to use computers to solve problems encountered during the study.

LECTURER: Morris Lai

10:00-12:00 noon

GRANTSMANSHIP III
The lecture will lead the participants through the process of translating research and development ideas into operational projects.

LECTURERS: Patricia Campbell and Alice Chiang

Wednesday, July 22, 1981

8:00-10:00 a.m.

FIELD OBSERVATION OF CULTURAL BEHAVIORS
This lecture will deal directly with the issue of ethnographic work in Asian and Pacific communities. The concept of ethnicity, cultural behaviors, and how cultural behaviors relate to the teaching and studying of intercultural encounters in a multicultural environment will be discussed.

LECTURER: David Wu

10:00-12:00 noon

GRANTSMANSHIP IV
Project management will be the topic of this lecture. Workplans, task analysis, timelines, person loading charts, and PERT charts will be presented.

LECTURER: Patricia Campbell and Alice Chiang

SEMINAR I: ETHNOGRAPHY IN EDUCATIONAL RESEARCH

1:00-3:00 p.m. July 10, 13, 14, 15, 17, 20, 21, 22, & 23
Room 306, Campus Center, Hilo and Choral Room, Bishop Hall, Honolulu

This seminar will introduce participants, through lectures and experimental exercises, to participant-observation and micro-ethnographic/sociolinguistic research in the context of children's literacy. The participants will be divided into two teams; each of which will design a miniproject on literacy using the method introduced, carry out this ministudy at the Kamehameha Research Institute, and report the findings during the last session.

LECTURERS: Kathryn Au, Harold Levine, and David Wu

SEMINAR II: QUANTITATIVE METHODS IN EDUCATIONAL RESEARCH

8:00-10:00 a.m. July 13, 15, 17, 21, & 23
Room 307, Campus Center, Hilo and Guitar Room, Bishop Hall, Honolulu

Participants will receive hands-on experience in viewing and selecting instruments, coding data, editing data, preparing canned package computer programs, analyzing data via microcomputer, writing computer programs, processing texts on microcomputer, interpreting results, and participating in a computer telecommunications conference.

LECTURER: Morris Lai
GUESTS: Selvin Chin-Chance, John Southworth, and Eddie Wong

SEMINAR III: EDUCATIONAL RESEARCH ISSUES ON ASIAN AND PACIFIC AMERICANS

10:00-12:00 noon July 13, 15, 17, 21, & 23
Room 306, Campus Center, Hilo and Choral Room, Bishop Hall, Honolulu

This seminar will survey and critically review selected research studies on Asian and Pacific Americans, explore alternative perspectives for an approach to research on Asian and Pacific Americans and examine some of the current problems, issues and directions for educational research on Asian and Pacific Americans in general and, its subgroups.

LECTURER: Bob Suzuki
GUESTS: Franklin Odo, Davianna McGregor-Alegado, David Guerrero Shimizu, and Veronica Barber.

SEMINAR VIII: RESEARCH AND EVALUATION IN MULTICULTURAL EDUCATION

3:00-5:00 p.m. July 20 & 22
Liliokolani Room, Bishop Hall, Honolulu

The first day of this seminar will include hands-on activities in measurable objectives, taxonomy of knowledge, and tests and measurements. The second day will focus on multicultural education settings and will cover research and evaluation in terms of objectives, process inputs, product inputs, program outputs, and multicultural education from a systems viewpoint.

LECTURER: John Lum

SEMINAR IV: LANGUAGE ASSESSMENT

1:00-3:00 p.m. July 10, 13, & 15
Room 307, Campus Center, Hilo

The basic concepts in the study of language and language use, as well as an overview of current theories of language testing will be presented in this seminar. Topics will include integrative vs. discrete-point testing and linguistic and communicative competence. Finally, a series of proficiency tests that are currently available and in wide use will be discussed and evaluated. Guidelines for what to look for in a test will be provided.

LECTURERS: Rosita Galang, Larry F. Guthrie, and Chui-Lim Tsang

SEMINAR V: SOCIAL POLICY ANALYSIS AND EDUCATIONAL RESEARCH ON ASIAN AND PACIFIC AMERICANS

3:00-5:00 p.m. July 10, 13, 15, & 17
Room 307, Campus Center, Hilo; Guitar Room, Bishop Hall, Honolulu

This seminar will provide an introduction to social policy research for social scientists. The seminar will compare and contrast social policy research and analysis with basic and applied research, and provide an introduction to the relationship between social policy research and public policy decision making.

LECTURER: Kenyon Chan

SEMINAR VI: WAYS TO D.C.

3:00-5:00 p.m. July 13, 14, & 15
Room 306, Campus Center, Hilo

This seminar will present the past, present and future of vocational adult education, the Reagan administration's education policy (things ain't what they used to be), and a personal political journey from Vermont to D.C.

LECTURER: John Wu

SEMINAR VII: THE ROLE OF EDUCATIONAL RESEARCH IN ASIAN COUNTRIES

3:00-5:00 p.m. July 14 & 17
Room 307, Campus Center, Hilo; Choral Room, Bishop Hall, Honolulu

The status of educational research and its role in affecting educational policies in Asian countries will be presented.

LECTURER: Cho-Yee To

GRANTSMANSHIP WORKSHOP

July 17, 20, 21, 22, & 23
1:00-5:00 p.m., Choral Room, Bishop Hall, Honolulu

Grantsmanship is an intensive workshop for a small group of participants. Participants will develop concrete research ideas into a quality proposal with all the pertinent components. Participation in the workshop is by permission of the workshop Lecturers. Participants interested in this workshop should submit a two-page description of a project or study to and meet individually with the Lecturers during registration.

LECTURERS: Patricia Campbell and Alice Chiang.

LECTURERS AND STAFF

Amefil Agbayani
Degree: Ph.D. in Political Science
Position: Director, Operation Manong
East West Road, 4-D
Honolulu, HI 96822

Kathryn Au
Degree: Ph.D. in Educational Psychology
Position: Research Scientist
Kamehameha Research Institute
1850 Makuakane Street
Honolulu, HI 96817

Patricia Campbell
Degree: Ph.D. in Teacher Education
Position: Director
Campbell-Kibler Associates
450 Red Hill Road
Middletown, NJ 07748

Kenyon Chan
Degree: Ph.D. in Educational Psychology
Position: Coordinator of Bilingual Education
National Center for Bilingual Research
4665 Lampson Avenue
Los Alamitos, CA 90720

Alice Chiang
Degree: Ph.D. in Educational Psychology
Position: Advisory Programmer
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2800 Sandhill Road
Menlo Park, CA 94025

Rosita Galang
Degree: Ph.D. in Linguistics
Position: Associate Professor
University of San Francisco
Golden Gate and Parker Avenue
San Francisco, CA 94117

Larry F. Guthrie
Degree: Ph.D. in Educational Psychology
Position: Research Associate
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Morris Lai
Degree: Ph.D. in Curriculum and Instruction
Position: Senior Evaluator
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1776 University Avenue
Honolulu, HI 96822

Harold Levine
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John Lum
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Position: Research Associate
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Bob Suzuki
Degree: Ph.D. in Aeronautics
Position: Dean of Graduate Studies and Research
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5151 State University Drive
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Cho-Yee To
Degree: Ph.D. in Philosophy of Education
Position: Dean of School of Education
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Shatin, N.T.
Hong Kong

Chui-Lim Tsang
Degree: Ph.D. in Linguistics
Position: Research Associate
ARC Associates, Inc.
310 Eighth Street, Suite 220
Oakland, CA 94607

Sau-Lim Tsang
Degree: Ph.D. in Mathematics Education
Position: Assistant Director
Asian American Bilingual Center
1414 Walnut Street, Room 9
Berkeley, CA 94709

David Wu
Degree: Ph.D. in Anthropology
Position: Research Associate
East-West Center
1717 East-West Road
Honolulu, HI 96848

John Wu
Degree: M.A. in Curriculum and Instruction
Position: Executive Assistant
to Assistant Secretary of Vocational
and Adult Education
Department of Education
Washington, DC 20202

1981 SUMMER INSTITUTE FOR EDUCATIONAL RESEARCH ON ASIAN AND PACIFIC AMERICANS

CALENDAR OF EVENTS

BEST COPY AVAILABLE

		8:00	9:00	10:00	11:00	12:00	1:00	2:00	3:00	4:00	5:00	6:00	7:00	8:00	9:00
UNIVERSITY of HAWAII at HILO	July 9 Thursday							ALOHA REGISTRATION			HOOLAULEA				
	July 10 Friday	LECTURE Qualitative Research Methods (Levine)		LECTURE Quantitative Research Methods (Lai)			SEMINAR I Qualitative Methods (Au, Levine)		SEMINAR V Social Policy Res (Chan)						
							SEMINAR IV Lang. Assessment (Galang, Guthrie, C. Tsang								
	July 11 Sat 12 Sun	PAUHANA													
	July 13 Monday	SEMINAR II Quantitative Methods (Lai)		SEMINAR III APA Research Issues (Suzuki)			SEMINAR I Qualitative Methods (Au, Levine)		SEMINAR V Social Policy Res (Chan)						
							SEMINAR IV Lang. Assessment (Galang, Guthrie, C. Tsang)		SEMINAR VI Ways to D.C. (J. Wu)						
	July 14 Tuesday	LECTURE Research Issues on APAs (Suzuki)		LECTURE Grantsmanship (Campbell)			SEMINAR I Qualitative Methods (Au, Levine)		SEMINAR VI Ways to D.C. (J. Wu)						
									SEMINAR VII Ed. Research in Asia (To)						
	July 15 Wednesday	SEMINAR II Quantitative Research Methods (Lai)		SEMINAR III APA Research Issues (Suzuki)			SEMINAR I Qualitative Methods (Au, Levine)		SEMINAR V Social Policy Res (Chan)						
							SEMINAR IV Lang. Assessment (Galang, Guthrie, C. Tsang)		SEMINAR VI Ways to D.C. (J. Wu)						
	July 16 Thursday	LECTURE Research Issues on APAs (Suzuki)		LECTURE Grantsmanship (Campbell)							HOOLAULEA at Kamehameha Schoo)				
KAMEHAMEHA SCHOOL at HONOLULU	July 17 Friday	SEMINAR II Quantitative Research Methods (Lai)		SEMINAR III APA Research Issues (Suzuki)			SEMINAR I Qualitative Methods (Au, Levine)		SEMINAR V Social Policy Res (Chan)						
							GRANTSMANSHIP WORKSHOP (Campbell, Chiang)		SEMINAR VII Ed. Research in Asia (To)						
	July 18 Sat 19 Sun	PAUHANA													
	July 20 Monday	LECTURE Quantitative Research Methods (Lai)		LECTURE Grantsmanship (Campbell, Chiang)			SEMINAR I Qualitative Methods (Au, D. Wu)		SEMINAR VIII Res. & Eval. in Multicultural Ed. (Lum)						
							GRANTSMANSHIP WORKSHOP (Campbell, Chiang)								
	July 21 Tuesday	SEMINAR II Quantitative Research Methods (Lai)		SEMINAR III APA Research Issues (Suzuki)			SEMINAR I Qualitative Methods (Au, D. Wu)								
							GRANTSMANSHIP WORKSHOP (Campbell, Chiang)								
	July 22 Wednesday	LECTURE Qualitative Research Methods (D. Wu)		LECTURE Grantsmanship (Campbell, Chiang)			SEMINAR I Qualitative Methods (Au, D. Wu)		SEMINAR VIII Res. & Eval. in Multicultural Ed. (Lum)						
							GRANTSMANSHIP WORKSHOP (Campbell, Chiang)								
	July 23 Thursday	SEMINAR II Quantitative Research Methods (Lai)		SEMINAR III APA Research Issues (Suzuki)			SEMINAR I Qualitative Methods (Au, D. Wu)								
							GRANTSMANSHIP WORKSHOP (Campbell, Chiang)								
	July 24 Friday			CLOSING AND EVALUATION ALL PAU											

APPENDIX D

Evaluation Report

INTRODUCTION

The Third Summer Institute for Educational Research on Asian-Pacific Americans held on July 9 thru 24, 1981, was sponsored by the Asian American Bilingual Center, Berkeley Unified School District and hosted by the University of Hawaii at Hilo and the Kamehameha Schools in Honolulu. This year's institute objectives were to (a) encourage promotion of informal network among Asian-Pacific American educational researchers, (b) provide a forum fo r discussion of challenging issues, (c) increase and sharpen research skills, and (d) to develop grantmanship skills among participants.

The following activities were planned and implemented to meet the objectives of the institute:

1. Lecture series and seminars on Educational and Research issues on Asian Pacific Americans, Quantitative and Qualitative Research Design and Analysis and Language Assessment and Multicultural Education;
2. A spokesperson from Washington D.C. gave insights and useful information on the Directions of NIE under the new administration;
3. Coffee hours and discussion sessions; and,
4. An intensive Grarntmanship workshop held in Honolulu.

Purpose of the Evaluation

The main purposes of the evaluation were to assess overall efforts of the institute in meetings its objectives and to aid reporting to the funding agency.

Evaluation Process

Theevaluation instrument was a joint effort of three participants from Hawaii.

The three page questionnaire is mostly open-ended except on the items where participants are asked to rate the institute facilities and logistics and on demographic items.

Evaluation data were gathered during the last day of the institute in Honolulu. Respondents remained anonymous.

Findings

Of the (# of Participants) twenty seven were completed and returned for analysis. These findings are based from the twenty seven completed questionnaires.

Predominant of those who answered the questionnaire are Ph.D. holders (11) and there are seven pre-docs and nine M.A. students. In terms of academic background, most of therespondents are in Education (10) followed by Psychology (5) and one or two each representing History, Anthropology, Political Science , Sociology Multicultural Education, ESL, and six left the item blank.

Besides the varied research interests of the participants, they also represented a diversed language and ethnic background (Chinese, Japanese, Korean, Indonesian, Malay, French, Samoan,

Pilipino, Ilokano, Spanish, Guamenian and Tongan.

The participants Rating of the institute facilities and logistics were on the average between good and very good. Rating was a five point scale : Excellent (5) very good (4) good 3 fair (2) and poor (1). Housing accomodations at both institute locations received a rating of 3.6. The food served at both locations were also rated highly with 3.8 at Hilo and 4.2 in Honolulu. The University of Hawaii-Hilo campus was more prefferd as an institute location than Kamehameha primarily because of its convenience. The format and scheduling of the institute and travel arrangements received the least favorable rating of 3.3 and 3.2 respectively.

The following comments reflect the participants reactions to the lectures:

" Ecellent, liked the outline and method of involving the the participants."

"They're generally excellent, needed more time alotted for discussion in Suzuki's lecture, otherwise he is thought provoking and is a good choice for next year."

"Interesting and informative. Lectures before the seminars was an excellent format."

" The lectures on Qualitative research was useful. Method of presentation was one of doing the actual roles and that was both useful and thought provoking of the stress and anxiety that surround research. The lectures m otivated me to pursue higher education and felt good being a productive minority within the larger community."

"The lectures were all professional with much information to convey . The Outstanding lectures were by Suzuki. The most under-rated were by Campbell (that is, she had great information but not enough people were ready to deal with grants."

"Suzuki and Levine presented excellent content offering alternative perspective on APA research."

"Susuki's lectures were presented coherently, context was easy to grasp, presentation was nicely structured."

"I found the Grantmanship and Quantitative Method lectures the most useful because materials covered were useful for the seminars."

"The qualitative research was extremely well organized providing participants with valuable background infomation on conducting this type of research. Grantmanship was most useful and helpful."

"Suzuki's lectures succeeded in provoking thought and critical analysis in issues pertatining to APA's. At times, it became apparently difficult to concentrate on lecture due to length and time of scheduling. You may want to modify the length of the lectures and their scheduling. The short break helped."

"The lectures' consistency and quality mightbe compared to that of conferences. Maybe more than one lecture in a sequence might be preferred for certain topics."

"All lecturers are knowledgeable in their own fields. Contents should be more general in nature and it should serve as a survey course."

"Overall, I found the lectures to beinteresting and informative."

The following comments reflect the participants reactions to the seminars:

"Quantitative research was well planned and presented. Language assessment could use some improvement in preparation and delivery."

"The seminar by Morris was interesting but needed more assistance."

"Ways to D.C. was super; Quantitative research was informative and concise."

"Suzuki's seminars seem were the best. Grantmanship made me develop a good proposal. Lai was fascinating especially the many uses of computers."

"In Suzuki's seminar, readings should have been distributed before the institute(was diddicult to obtain/read all the articles while attending lectures and seminars). Kathy Au and Levine was well organized and resulted in hands-on experiences."

"Qualitative was well organized and effectively combined lectures and hands-on activities. Grantmanship was also excellentbut conflicted in schedule with Qualitative."

"Seminar on Research Issues, Quantitative, were highly structured and allowed for sufficient amount of discussion among participants and teacher. Bringing in resource people was a good idea."

"Qualitative was excellent, balance between theory and opportunity to practice, opened new possibilities for investigating problems involving low numbers of individuals or attributes which cannot be quantified meaningfully."

"Campbell's hands-on workshop was very good."

"It maybe wise to limit the size of seminars in order to facilitate better in-depth discussions."

"Excellent in contentbut method of presentation could be enriched with use of more visual/audio aids."

"Ethnography in educational research was comprehensive, useful and well organized. I was impressed with how much they accomplished in such a short period of time. Research issues on APA's provided the focal point for my own thinking about the institute. It was very timely, thoughtful and stimulating. Social Policy was perhaps was too complex a topic to be covered in such a short period of time. It would be improved by disdussing particular examples of "policy research" and providing more specific information about the interrelationships between social policy decision making, the research/ evaluation/ analysis process and the individual researcher."

When participants were asked the question "Did the institute's scheduling and environment allow enough time for participant interactions and establish contacts and communication networks?," twenty-two said yes and five said no. Some suggestions to correct the apparant problems in scheduling and selection of location are as follows:

"Meal times were theonly occasions to reflect on any given given day's events. After a full day of sitting and listening and trying to think about what's going on, the last thing I wanted to do was keep talking about it. More free time during the day, more informal meetings, greater emphasis on participants participating instead of passively receiving information."

"More time during the day perhaps one half hour more for lunch."

"No more than three lectures or seminars scheduled each day. Four per day was too much."

"The "isloated" environment assisted in strengthening bonds between the participants."

"Evenings were used for other meetings, no time to get to know anyone in particular."

"Wished there were more unstructured daytime rap sessions such as the pre-docs research presentations."

"Honolulu was too distracting."

"The strategy of choosing isolated campuses to conduct the institute makes a lot of sense- participants did not disperse after sessions."

"The meals allowed the most interaction."

Conclusions

Overall, the institute was highly rated by the participants. It is indicative from the comments that the summer institute succeeded in meeting its objectives. The high response of Asian-Pacific islanders and the inclusion of various academic backgrounds besides education have undoubtedly facilitated the networking process of those who participated. The lecturers and seminar leaders were highly competent and qualified in the topics they presented. At a closing evaluation session in Honolulu, almost all of the participants unanimously supported and rallied for the continuance of a Summer Institute.

The summer institute was only two weeks long but there is no doubt that the participants went back to their own communities much more informed about the research needs and issues of APA's and that they all have made the "connections" among fellow researchers.